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ABSTRACT

This book offers ideas to help teachers balance their literacy curriculum. It includes a flexible lesson plan format, literacy-based ideas, authors' birthday calendars, a special events calendar, a comprehensive theme-based book list, a teacher's view of assessment, charts and reproducibles, and pocket-pouch folders for storing loose papers and supplies. The first section of the book includes the following topics: "The Busy Teacher's Lesson Plan Book," "How to Use This Book," "The Balanced Literacy Classroom," "Special Events Calendar," "Authors' Birthday Calendar," "Young Authors' Birthday Calendar," "Three Year Calendar," "Class Record," and "Substitute Teacher Information." The second section offers a wide variety of suggestions for creative lesson planning (e.g., poet tree, story surveys, sticker stories, feelings journal, puppet path storyboard, environmental alphabet, and food group cube). The third section features a teacher's view of assessment, a master summary chart, reproducibles, and a bibliography. (SM)

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The Busy Teacher's Lesson Plan Book

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The Busy Teacher's Lesson Plan Book

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The Busy Teacher's Lesson Plan Book

The Busy Teacher's Lesson Plan Book is a unique planner designed to bring you the flexibility and ready resources that you need to balance your literacy curriculum. To help you add depth, range and a host of practical ideas and information to your teaching, it includes:

- **A Flexible Lesson Plan Format**—Organize your lessons the way that works for you, by component, subject, or time.
- **Literacy-Based Ideas**—Help your students make the reading/writing connection more successful and more fun with these weekly activities.
- **An Authors' Birthday Calendar**—Celebrate your favorite authors' birthdays with these creative suggestions.
- **A Young Authors' Birthday Calendar**—Honor your own student authors on their special days.
- **A Special Events Calendar**—Celebrate these seventy-eight special days with these great ideas.
- **A Comprehensive Theme-Based Book List**—Create themes using these books for K-3 children, categorized by theme. Includes summaries of each book.
- **Teacher's View of Assessment,** by Christine San Jose—The author of the Stanford Diagnostic Writing Assessment provides questions and suggestions for teachers to use in evaluating students' progress.
- **Master Summary Chart**—Record your weekly progression in all subject areas at a glance with this reproducible chart.
- **Handy Pocket-Pouch Folders**—Store your loose papers and supplies in these pockets; back by popular demand!

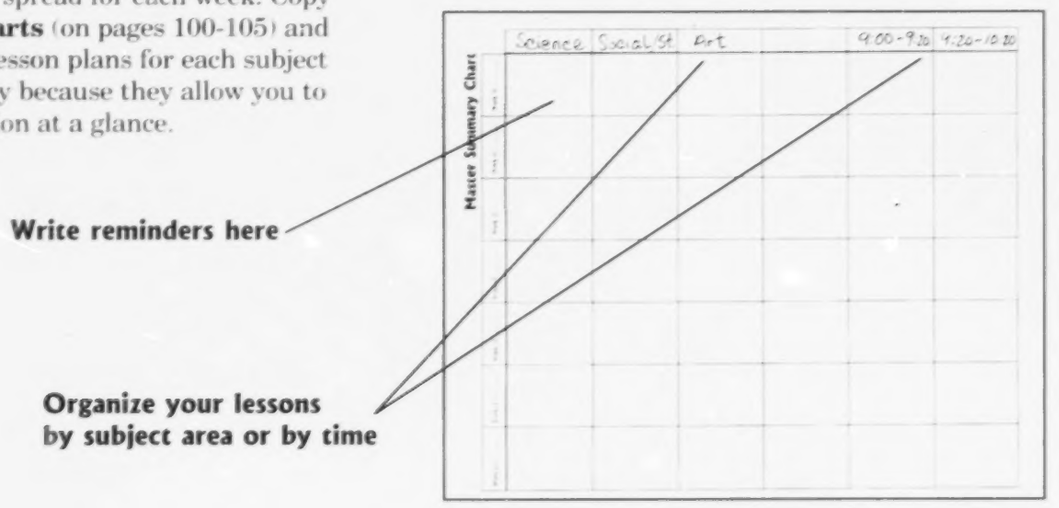
How to Use This Book

A balanced literacy curriculum uses several core literacy components to meet the diverse learning needs teachers find in their classrooms. To balance instruction means to include the best of many different approaches and types of materials. You are the expert. No one knows better than you what your children need!

The lesson plan pages in this book were designed specifically for you. You can tailor your plans according to the components, times and subjects your children need.

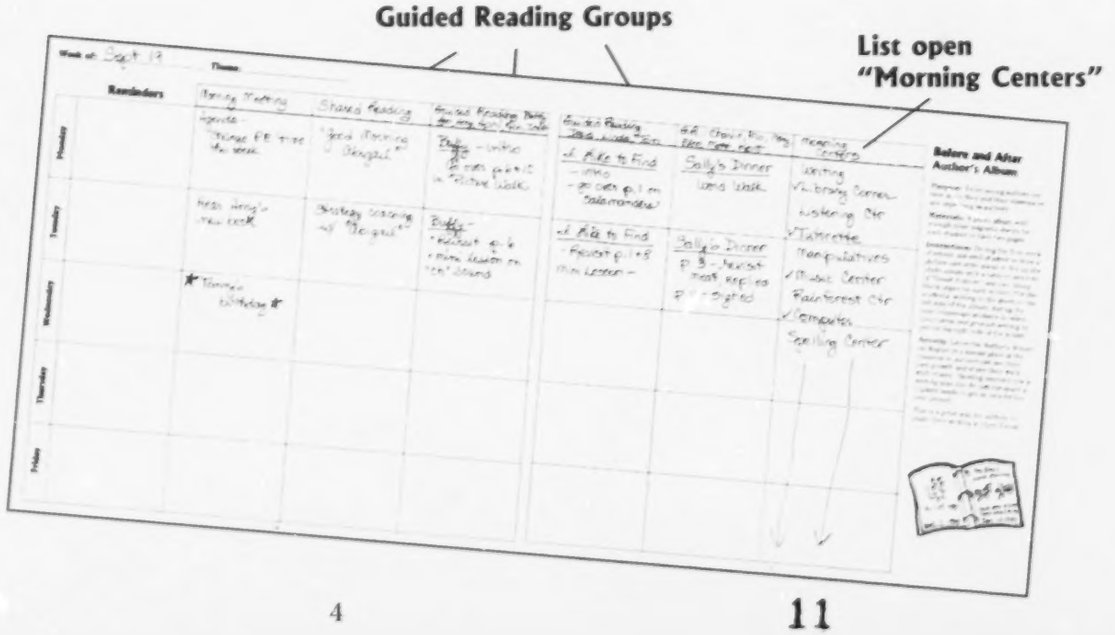
The openness and flexibility of the pages allow you to make changes as your students' needs change over the year.

Use the usual two-page spread for each week. Copy the **Master Summary Charts** (on pages 100-105) and use them to record weekly lesson plans for each subject area. These charts are handy because they allow you to check your weekly progression at a glance.



Guided reading involves small group instruction specific to the needs of the children in the group. You may find it easier to plan and organize if you use two facing pages for your morning and a second set of pages for your afternoon.

Although it uses more pages, it may help in managing learning centers and guided reading groups.



The Balanced Literacy Classroom

The balanced literacy classroom offers all children the opportunity to be successful and to be challenged and grow. It creates an accepting, supportive environment where learners recognize and respect each others' strengths and weaknesses. When everyone has a chance to feel successful, it creates an environment that fosters social growth and cooperative learning. It encourages shared ownership in the classroom, where children become actively involved in their own learning, and teachers become the students' partners in success.

Students find themselves becoming risk takers as they are allowed to follow through on choices they make, and become interested and emotionally involved because they feel much of what they are doing is their own idea—and it is! Students who have choices begin to see themselves as creative planners and problem solvers.

The balanced literacy classroom respects teachers and students as individuals, in both their personal interests and strengths, and in their varying learning styles.

Diversity is celebrated in the balanced literacy classroom by including the following components:

1. Read-aloud
2. Language experience
3. Shared reading
4. Guided reading
5. Independent or 'comfort-level' reading
6. Writing—shared, guided, and independent
7. Response sharing

Elements often seen in the balanced literacy classrom are:

- A print-rich classroom which emphasizes both functional and environmental print
- Child-designed and decorated bulletin boards
- Children's art projects and books on display throughout the classroom
- Positive, ongoing individual evaluation
- Class sharing, planning and problem-solving time
- Classroom library filled with books at a wide range of reading levels
- Open-ended reading, writing, and listening centers
- Thematic library table with books reflecting the current class theme
- Guided reading book boxes
- Buddy reading

Special Events Calendar

SEPTEMBER

8 — International Literacy Day. Everyone should read a book.
10 — Swap Ideas Day. Share ideas for creating a new game.
13 — Milton S. Hershey, candymaker, was born in 1857.
16 — Mexico's Independence Day. Teach students some familiar words in Spanish.
21 — First daily paper published in 1784. Have students create a class newspaper.
23 — First day of autumn. Using sponges and paint, make a class mural of a fall scene.
26 — Johnny Appleseed was born in 1774. Read the story of Johnny Appleseed.
27 — Ancestor Appreciation Day. Have students tell about an older person they value.

All-American Breakfast Month • National Courtesy Month
National Grandparents' Day (1st Sunday) • Labor Day (1st Monday)
National Hispanic Heritage Week (2nd week)
Native American Day (4th Friday) • Good Neighbor Day (4th Sunday)

OCTOBER

9 — The Fingerprint Society was founded in 1915. Make fingerprint-art designs.
15 — National Poetry Day. Have students select a short poem to memorize (if they can) so that they have it inside forever.
16 — Dictionary Day. Noah Webster was born in 1758. Have students invent and define their own words.
24 — United Nations Day. Give children information to obtain an international pen pal.
28 — Statue of Liberty's birthday. Have children create clay figures to give to friends.
31 — Halloween

National Pizza Month • National Popcorn-Popping Month
Fire Prevention Week (1st week) • Columbus Day (2nd Monday)
National Children's Book Week (4th week)
National Magic Week (4th week)

NOVEMBER

1 — National Authors' Day. Hold an Authors' Tea.
2 — Daniel Boone was born in 1734. Take the class on an exploratory hike.
11 — Veteran's Day. Write poems to send to people in a Veteran's Hospital.
16 — W. C. Handy, father of the blues, was born in 1873. Play some blues music. Make a banjo from a shoe box and rubber bands.
18 — Mickey Mouse first appeared in *Steamboat Willie*, shown at the Colony Theater in New York City. Have students create their own animated movies by making flip books.
21 — World Hello Day. Teach children how to say hello in other languages.

Aviation Month • Child Safety Protection Month
National Geography Awareness Week (2nd week)
Great American Smokeout (Thursday before Thanksgiving)
Thanksgiving (4th Thursday) • Latin American Week (4th week)

DECEMBER

8 — The first greeting card, designed by John Calcott Horsley, was printed in 1843. Make holiday cards for your friends.
16 — Ludwig van Beethoven was born in 1770.
17 — Anniversary of the Wright brothers' first flight in 1903.
18 — Joseph Grimaldi, known as the greatest clown in history, was born in 1778. Celebrate by making someone laugh.
21 — Winter solstice. Make holiday wrapping paper using potato print designs.
25 — Christmas
26 — The first day of Kwanzaa
31 — New Year's Eve

Hanukkah (date varies) • Bingo Month
Universal Human Rights Month • Underdog Day (3rd Friday)

JANUARY

1 — New Year's Day
3 — Alaska became the 49th state in 1959. Look up the state flag; it was designed by a boy.
5 — Botanist George Washington Carver was born in 1864. Have a peanut hunt.
7 — Happy Birthday, Sherlock Holmes. Play Investigation — a child goes out of the room, changes something about his appearance (for example, unties a shoe), and returns to class. The first detective (student) to guess what's different goes next.
15 — Martin Luther King, Jr. was born in 1929. Show teamwork and cooperation by using the parachute.
21 — National Hug Day. Hug a friend.
26 — Australia Day. Create new animals from an imaginary island.
27 — Composer Wolfgang Amadeus Mozart was born in 1756. Create a class story about the adventure of a child prodigy—it could be quite zany—a five-year-old principal!
30 — In 1917 the first jazz recording by the Original Dixieland Jazz Band was recorded. Listen to a jazz recording.

Chinese New Year (date varies) • National Hobby Month
National Eye Health Care Month • National Pizza Week (3rd week)

FEBRUARY

1 — Langston Hughes was born in 1902. Read one of his poems to start the celebration of Black History Month.
2 — Groundhog Day. Play a game of shadow tag.
4 — Charles Lindbergh was born in 1902. Make paper planes and have a contest with awards for the most original design or for the best flyer.
11 — Thomas Edison was born in 1847. Have children make up their own inventions.
12 — Abraham Lincoln was born in 1809. Lincoln walked miles to get one book. Have students describe a time they worked extra hard to achieve something.
14 — Valentine's Day
15 — Astronomer Galileo was born in 1564. Visit a planetarium or make a model of the solar system.
20 — The United States Mail Service began in 1792. Design stamps, or have students write letters asking for information or freebies.
22 — George Washington was born in 1732.
27 — Henry Wadsworth Longfellow was born in 1807. Read from *The Song of Hiawatha*.

American Heart Month
National Black History Month • National Dental Health Month
Boy Scout Week (1st week) • Presidents' Day (3rd Monday)
Crime Prevention Week (2nd week)
International Friendship Week (3rd week)

Special Events Calendar

MARCH

7 — Horticulturist Luther Burbank was born in 1849. Plant seeds in milk cartons.
10 — Telephone Day. Organize children into groups. Give each group a phone book and a list of situations. Have them find the appropriate phone numbers to call for help.
17 — St. Patrick's Day
20 — First day of spring. Celebrate by planting flowers.
22 — Pantomimist Marcel Marceau was born in 1923. Have groups present simple mimed performances.
24 — Magician Harry Houdini was born in 1874. Provide books of magic tricks and have students put on a magic show.
25 — Gutzon Borglum, artist who sculpted faces on Mt. Rushmore, was born in 1867. Make soap sculptures.
30 — Doctors' Day. Invite a doctor to give a talk to the class.

National Nutrition Month • National Peanut Month
National Women's History Month • Music in Our Schools Month
Red Cross Month • Youth Art Month
Girl Scout Week (2nd week) • Easter (or April) • Passover (or April)

APRIL

1 — April Fools' Day
2 — International Children's Book Day, celebrated on the birthday of Hans Christian Andersen. Read your favorite Andersen story to the class.
6 — The North Pole was discovered in 1909. Experiment with polarity using magnets.
18 — The anniversary of Paul Revere's famous ride in 1775. Go outdoors and have a relay race. Instead of passing a baton, pass on a secret message.
22 — Arbor Day. Plant a seedling on school property with your class's name on it.
26 — John James Audubon, ornithologist and artist, was born in 1785. Go outside on a bird watch with pads of paper and draw the birds that you see.
29 — The zipper was patented by Gideon Sundback in 1913. It got its name from the sound it makes (onomatopoeia). Discuss other words based on sounds.

Keep America Beautiful Month • National Library Week (2nd week)
National Humor Month • Easter (or March) • Passover (or March)

MAY

1 — May Day. Make a bouquet of flowers using colored tissue paper and pipe cleaners. Mother Goose Day. Have students enact the story of Humpty Dumpty.
4 — National Weather Observer's Day. Make rain gauges by gluing ice-cream sticks to clear plastic 35mm film canisters.
5 — Cinco de Mayo in Mexico. Celebrate by learning a Mexican song.
12 — Florence Nightingale was born in 1820. Teach students about first aid.
24 — Morse code was first used over a telegraph wire in 1844. Have children communicate without speaking.

American Bicycle Month • Better Sleep Month
National Physical Fitness and Sports Month • National Photo Month
Asian/Pacific American Heritage Week (1st week)
Mother's Day (2nd Sunday) • Be Kind to Animals Week (1st week)
National Police Week (3rd week)
National Transportation Week (3rd week)
Memorial Day (last Monday)

JUNE

5 — World Environment Day. Organize a time for volunteers to help pick up trash on the school grounds.
10 — Children's Day. Bring in a treat for your students.
11 — Jacques Cousteau, the French oceanographer, was born in 1910. Have students create a class mural of an underwater scene.
12 — Baseball was invented by Abner Doubleday. Have children act out *Casey at the Bat* or have a spelling bee, using the rules of baseball.
14 — Flag Day. Have students create personal flags that show their interests and values.
17 — Igor Stravinsky, composer, was born in 1882. Have students listen to his music (*Firebird* is an especially good selection) and dance to it.
21 — First day of summer. Make lemonade.

National Dairy Month • Zoo and Aquarium Month
Family Day (1st Sunday) • National Little League Baseball Week (2nd week)
National Flag Week (week including the 14th)
Father's Day (3rd Sunday)

JULY

4 — Independence Day
Louis Armstrong was born in 1900. Make a kazoo by poking three holes in a cardboard tube and securing a piece of waxed paper over one end with a rubber band.
7 — Tanabata, Star Festival in Japan. Decorate branches with colorful strips of paper bearing poems.
12 — Henry David Thoreau was born in 1817. Go on a walk through the woods.
14 — Bastille Day in France.
19 — Impressionist Edgar Degas was born in 1834. Take a trip to a museum.
20 — Neil Armstrong landed on the moon in 1969. Have students tell what their rooms would look like if there were no gravity.
23 — The ice-cream cone was invented in 1904. Have an ice-cream party.

National Anti-Boredom Month • National Ice Cream Month
National Park and Recreation Month • National Peach Month
National Picnic Month

AUGUST

1 — Francis Scott Key, writer of the National Anthem, was born in 1779. Have children compose their own national anthems.
13 — International Left-Handers Day. Everyone should try writing with his or her left hand at least once today.
14 — John Ringling North, circus performer, was born in 1903. Teach the class to juggle, using scarves.
21 — Hawaii became a state in 1959. Look at art from Hawaii (including fabric) and have students create their own designs, using bright, bold media.

National Sandwich Month • National Clown Week (1st week)
Friendship Day (1st Sunday)
National Smile Week (1st Monday)

Authors' Birthday Calendar

SEPTEMBER

3 — Aliki, author illustrator, was born in 1929. Read her story *How a Book Is Made* and have students write, illustrate, and bind their own books.

8 — Jack Prelutsky was the creator of much humorous verse. Have children plan how to perform a choral reading of his poem "The Grobbles."

13 — Roald Dahl, author of *James and the Giant Peach, Charlie and the Chocolate Factory*, and other favorites, was born in 1916. Have students draw a map of an imaginative secret place.

15 — Robert McCloskey, author of *Make Way for Ducklings*, was born in 1914. Have students tell a story about how an animal might disrupt something in their own town, school, or neighborhood.

Tomie dePaola, author illustrator, was born in 1934. He's written more than 170 books. Read his story *Strega Nona* and have students mime the action in the story.

16 — H.A. Rey, creator of Curious George, was born in 1898. Have students tell about a time when their curiosity got them into trouble.

21 — Taro Yashima, author of *The Crow Boy*, was born in 1908. Have students write a journal entry that tells about a time they felt misunderstood and lonely.

27 — Bernard Waber, author of *Ira Sleeps Over*, was born in 1924. Tell students that they may bring their favorite or second favorite thing to school.

OCTOBER

4 — Robert Lawson, author of *Rabbit Hill* and many others, was born in 1892. Have students write a tale about an adventure a wild animal had in their garden or in the school yard.

5 — Gene Zion, creator of the Harry books, was born in 1913. Ask students to imagine that they are wearing their least favorite item of clothing (just as in *No Roses for Harry*) and have them write about how it feels to be wearing it.

10 — James Marshall was born in 1942. He wrote *George and Martha* and other favorites. Have students retell a favorite story, using a humorous slant.

19 — Ed Emberley, illustrator, was born in 1931. Students could make a class mural of animals, drawing everything from simple geometric shapes.

20 — Crockett Johnson, author of *Harold and the Purple Crayon*, was born in 1906. Make up a hypothetical situation and have students draw something that could help them out of it.

26 — Steven Kellogg, creator of the Pinkerton books, was born in 1941. Have students write a story about a pet that gets them into trouble — it could be a true story if they have one.

NOVEMBER

12 — Marjorie W. Sharmat, author of the *Nate the Great* stories, was born in 1928. Have students solve a riddle, using a simple alphabet code.

14 — William Steig, author of *Danny and the Dinosaur* and many other children's books, was born in 1907. Make dinosaurs from clay.

Astrid Lindgren, creator of Pippi Longstocking, was born in 1907. Have students discuss what it would be like to live by themselves.

25 — Marc Brown, author of the Arthur books, was born in 1946. Make his finger-rhyme books available. Have each student choose a poem to learn by heart.

26 — Charles Schultz, creator of the comic strip "Peanuts," was born in 1922. Pass out photocopies of cartoons with the speech balloons deleted. Have children write in their own stories.

30 — Mark Twain, author of *Tom Sawyer* and *Huckleberry Finn*, was born in 1835. Make a raft out of ice-cream sticks and tell of an adventure it had.

DECEMBER

9 — Jean de Brunhoff, creator of the Babar books, was born in 1899. Ask children to tell or write about what would happen if the Babar bunch came to your town.

19 — Eve Bunting, author, was born in 1928. Read *The Wednesday Surprise* and discuss how children can sometimes teach things to grown-ups.

30 — Rudyard Kipling, author of *The Jungle Book*, was born in 1865. Divide the class into groups, allowing each to choose its own *Just So* story to act out for others.

JANUARY

4 — Jakob Grimm, born in 1785, was an author and collector of fairy tales with his brother, Wilhelm. Have children paint a picture of their favorite fairy tale character.

6 — Carl Sandburg, poet, was born in 1878. Read "The Fog Comes in on Little Cat Feet" and ask students to write a poem about the weather.

13 — Michael Bond, creator of Paddington Bear, was born in 1926. Have students discuss the similarities and differences between Paddington Bear and Pooh Bear.

14 — Hugh Lofting, author of the Dr. Dolittle books, was born in 1886. Have children tell of ways animals communicate without spoken language.

18 — A.A. Milne, creator of Winnie-the-Pooh, was born in 1882. Have a teddy bear parade and picnic and have students tell about the character of their bears.

22 — Brian Wildsmith was born in 1930. Author of *The Cat on the Mat* and numerous others, his work is marked by the use of bright, bold illustrations. Have the class make a collage, using geometric shapes and primary colors.

27 — Lewis Carroll, author of *Alice in Wonderland*, was born in 1832. Have students mime being much smaller or much larger in certain specified surroundings.

29 — Bill Peet, author of *Wump World* and others, was born in 1915. Make a classroom wall hanging of fanciful creatures from felt (add a little cotton to the creatures before gluing them down for a slightly rounded, three-dimensional look).

FEBRUARY

4 — Russell Hoban, author of the Frances books, was born in 1925. Have students make up their own adventures for the mischievous badger.

7 — Laura Ingalls Wilder, author of *Little House on the Prairie*, was born in 1867. Trace the movement of the Wilder family on a map. Fictional and nonfictional characters' ancestral migration can be traced using world maps, pins, and yarn.

11 — Jane Yolen, author of *Owl Moon* and more than a hundred other children's books, was born in 1939. Write a story about a real or imaginary outing at night.

24 — Wilhelm Carl Grimm was born in 1786. He and his brother, Jakob, wrote and collected fairy tales. Have children dress up as their favorite fairy tale characters.

MARCH

2 — Dr. Seuss was born in 1904. Make crazy hats to celebrate.

10 — Jack Kent was born in 1920. He wrote *The Fat Cat* and *The House That Jack Built*. Sit in a circle and play the game "In My Grandmother's Trunk."

12 — Virginia Hamilton, award-winning author and reteller of folktales, including *The People Could Fly*, was born in 1936. Have students write a poem about themselves.

Authors' Birthday Calendar

16 — Sid Fleischman was born in 1920. He wrote *The Whipping Boy* and others. Have students tell about the funniest thing that ever happened to them.

20 — Mitsumasa Anno was born in 1926. Writer and illustrator of many books, including the Anno travel series, he is best known for his very detailed drawings. Have children do a very precise drawing of their street or playground with lots of people doing different things.

APRIL

2 — Hans Christian Andersen, writer and collector of fairy tales, was born in 1805. Have children decorate their thumbs as puppets and put on a show.

8 — Trina Schart Hyman, author/illustrator, was born in 1939. She wrote *Saint George and the Dragon*. Have students illustrate a border around their picture or story like Hyman's in *Saint George*. Discuss the symbolism of certain flowers and colors.

12 — Beverly Cleary, author of the Ramona books and *Dear Mr. Henshaw*, was born in 1916. Have students write disgusting recipes for made-up treats.

13 — Lee Bennett Hopkins, who has compiled many poetry anthologies for children, was born in 1938. *The Sky Is Full of Song* celebrates the change of season. Have students write a poem about their favorite season.

26 — Patricia Reilly Giff, author of *Kids of the Polk Street School* series, was born in 1935. Have students write a story about a friend of the opposite gender.

27 — Ludwig Bemelmans, creator of the Madeline books, was born in 1898. Have students write a story about what might happen if Madeline and her friends came to your school.

MAY

5 — Leo Lionni, author/illustrator of numerous favorites, including *Frederick*, was born in 1910. Have children pantomime the role of the mice.

7 — Nonny Hogrogian, author of *One Fine Day* and many others, was born in 1932. Glue felt to a piece of cardboard, cut out felt figures from the story, and have students manipulate the pieces while they tell (not read) the story.

12 — Edward Lear, who mastered the form of the limerick, was born in 1812. Read "The Owl and the Pussycat" and have students write a limerick.

15 — L. Frank Baum, creator of *The Wizard of Oz*, was born in 1856. Have students draw pictures of creatures or things they once saw in a dream.

17 — Eloise Greenfield, poet and author, was born in 1929. Read "The Rope Rhyme" from *Honey I Love* and have students write poems to describe their favorite activity.

22 — Arnold Lobel, creator of the *Frog and Toad* books, was born in 1933. Have students tell a story about an adventure they had with a friend.

23 — Margaret Wise Brown was born in 1910. She created nearly 100 books, including *Goodnight, Moon* and *The Important Book*. Have children create a page, patterned after *The Important Book*, which tells about themselves or someone they like.

JUNE

2 — Paul Galdone was born in 1914. He retold many children's favorites. Base a puppet show on his book *The Gingerbread Boy*.

Helen Oxenbury, author/illustrator of many books, was born in 1938. Look at *The Out and About* series and have children tell about one of their (or a sibling's) first-time experiences.

6 — Peter Spier, author/illustrator of numerous books, was born in 1927. To open a discussion on both individuality and universality, read his book *People*.

10 — Maurice Sendak, author of *Where the Wild Things Are*, was born in 1928. Have students tell of a time when they (or someone they know) were very, very angry about something and how it worked out.

18 — Chris Van Allsburg, author of *The Polar Express*, was born in 1949. Using chairs, form a class train and recreate the story. Have children discuss the significance of the Christmas bell.

25 — Eric Carle was born in 1929. He is the author/illustrator of *The Very Hungry Caterpillar* and others. Have students sit in a circle and play a movement game. For example, everyone could do one jump, then two claps, three knee bends, four twirls in place, and so on.

26 — Charlotte Zolotow was born in 1915. Read *William's Doll* and have students discuss something they like to do that other people may think is a bit strange.

JULY

11 — E.B. White, author of *Charlotte's Web*, was born in 1899. Weave a story. Students sit in a circle; the first to go starts the story, and the other students add on to it in turn.

13 — Marcia Brown was born in 1918. She wrote and illustrated many Caldecott award-winning books, including *Stone Soup*. Students could make a classroom brew, using things found in the room.

14 — Peggy Parish, creator of Amelia Bedelia, was born in 1927. Have students put together a class book illustrating literal meanings of figurative speech.

17 — Karla Kuskin, poet, was born in 1932. Read her book *Any Me I Want to Be* and have students write from the point of view of an object or animal.

22 — Margery Williams Bianco, author of *The Velveteen Rabbit*, was born in 1881. Ask students to tell what they think toys do when their owners are asleep.

28 — Beatrix Potter, author of *Peter Rabbit*, was born in 1866. Play the game "Seven Up" for students to experience what it's like to sneak around.

AUGUST

2 — Holling C. Holling, author/illustrator, was born in 1890. He wrote many stories, including *Paddle to the Sea*. Have the class take a hike following a stream of water.

6 — Barbara Cooney, illustrator of numerous folktales, was born in 1917. Imitate her scratchboard drawings from *The Little Juggler* by applying watercolor to a crayon drawing (white crayons on white paper work best).

8 — Jan Pienkowski created irreverent retellings of folktales. He was born in 1936. Have students create their own "inside story" of a folktale.

11 — Don Freeman, author of *Corduroy* and other favorites, was born in 1908. Have children take on the personality of a stuffed animal and give a pitch as to why they should be bought.

15 — Brinton Turkle, author and illustrator of many books, was born in 1915. Provide children with watered-down tempera and drinking straws. Have them blow a monster shape that could have come from the magic bottle in *Do Not Open*.

21 — Arthur Yorinks, author of *Louis the Fish* and other stories, was born in 1953. Have students draw themselves as animals they feel like or wish they could be.

Young Authors' Birthday Calendar

September	October	November
December	**January**	**February**
March	**April**	**May**
June	**July**	**August**

Three-Year Calendar

1998

JANUARY

S	M	T	W	T	F	S
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FEBRUARY

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Notes

Class Record

	Student	Address	Telephone#	Notes
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Substitute Teacher Information

Emergency Procedures	Special Schedules
Materials/Equipment Location	Teacher Aid/Volunteer Information
If You Need Help, Ask . . .	Miscellaneous

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

30

31

Before and After Authors' Album

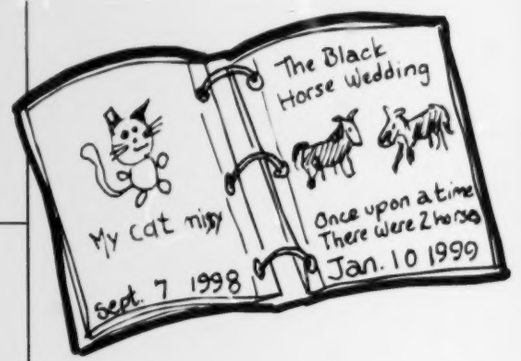
Purpose: To let students see how much they and their classmates are improving as authors.

Materials: A photo album with enough clear magnetic sheets for each student to have two pages.

Instructions: During the first week of school, ask each student to draw a picture and write about it. Set up the photo album with a table of contents of "Great Authors" and two blank, facing pages for each author. Put the student's first writing in the sheet on the left side of the album; during the year, encourage students to select their latest and greatest writing to put on the right side of the album.

Activity: Leave the Authors' Album on display in a special place in the classrom so authors can see their own growth and share their work with others. Reading someone else's writing may be just the spark a student needs to get an idea for his or her next project.

This is a great way for authors to share their writing at Open House.



Week of:_____ **Theme:**_____

	Reminders			
Monday				
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Friday				

34 35

The Poet Tree

Purpose: To encourage young authors to write and display their poetry.

Materials: Bulletin board paper, table, chairs, paper, pencils, colored markers, books of poetry, thesaurus, book of rhyming words.

Instructions: Create a bulletin board of a tree* in a quiet area for displaying your young poets' latest work. Place a table and chairs near the bulletin board, and provide writing materials in well-labeled containers. Hang finished poetry projects on the Poet Tree as writing models and for inspiration.

Activity: Encourage students to create their own poems to display on their poet tree. Create a squirrel's hole in the tree — a great place to put a photo of a featured student poet.

*Pattern on p. 106

Week of:_____ Theme:_____

	Reminders			
Monday				
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Wednesday				
Thursday				
Friday				

Birthday Book Bulletin Board

Purposes:

1. To celebrate students' birthdays.
2. To provide easy access to these special dates.
3. To give students a chance to write a celebration message to the birthday person.

Materials: 9" x 12" construction paper, white typing paper, birthday candles, white glue, glitter, crayons, markers, scissors, stapler, paper punch, clear tape, white, brown, or pink paper for vanilla, chocolate, or strawberry birthday cakes.

Instructions: Have the students fold the construction paper in half, cut into the shape of a birthday cake* and decorate their cakes with white glue and glitter. They can punch holes near the top of their cakes for birthday candles. Tape the candles on the inside of the folded book to hold them in place.

Photocopy the words to the song, "Happy Birthday to You," on white paper; have the students staple the song on the inside left cover of the book, write the birthday child's name and birthdate in the books, and write the word "From" and their own name on the inside right cover.

Activity: On a student's birthday, take his or her cake off the board, read and sing the birthday song, add one more candle, and pass the book around so that everyone can write a birthday message.

*Pattern on p. 106

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	42			43

Glitter Box

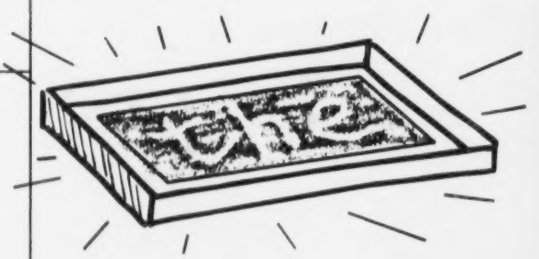
Purpose: To give students tactile and visual experiences to help develop sight vocabulary.

Materials: A 10" x 14" box lid (such as the lid from a box of transparencies), 2 sheets of self-laminating film or clear contact paper, markers, copy paper, glitter, sand, or confetti.

Instructions: Cut a rectangle approximately 10" x 12" from the center of the box lid, leaving just enough room for a 2-inch border. Put clear laminating film or contact paper over both the top and bottom of the lid, over the rectangular hole, sticky sides together. You now have a clear window in the center of the lid.

Activity: Have the student choose three or four words to practice. Have him or her write each word in large letters, with a marker, on a separate piece of paper. Place one of the words under the box so that the word shows in the window, put a light layer of glitter on top of the box lid, and allow the child to practice tracing the word in the glitter.

Note: If a student has trouble seeing his or her word through the glitter, use less glitter, or have the child set the word beside the glitter box and practice copying the word in the glitter.



Week of:_____ **Theme:**_____

	Reminders			
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Thursday				
Friday	46			47

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Story Surveys

Purpose:

1. To teach students to record and analyze information using graphs.
2. To help them internalize more of a story's meaning.

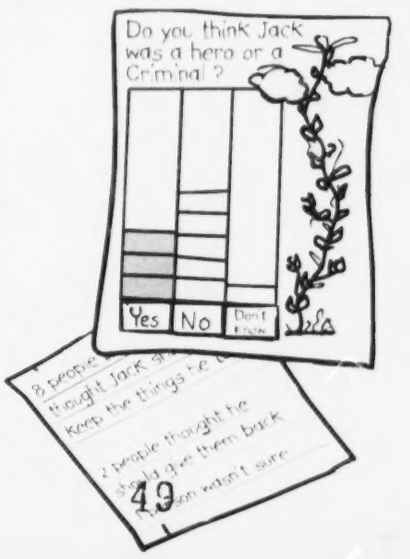
Materials: Paper, pencil, markers or crayons.

Instructions: Introduce students to various types of graphs—bar, line, circle, etc.

Activity: Have students pair off. Have each pair come up with a survey question about a story everyone has recently enjoyed. For example:

> Do you think Jack should return the things he took from the giant?
>
> Do you think Jack's mother was being responsible when she let him go back up the beanstalk?
>
> Do you think Jack was a hero or a criminal?

Allow the students to conduct a survey in class. Once they are done, have them graph the results of their findings. Encourage them to explain how the information was obtained and what the results proved.



49

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

Response Board

Purposes:

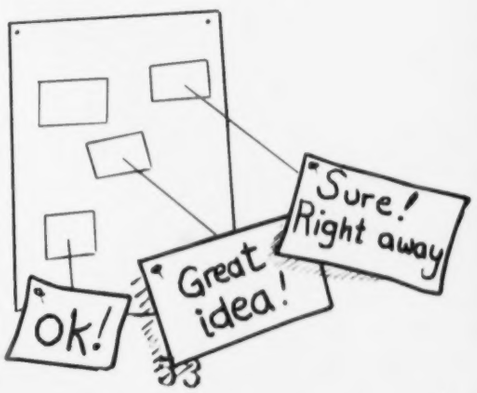
1. To build sight vocabulary.
2. To build listening skills.
3. To encourage paying attention and following directions.
4. To encourage positive attitudes and responses when being given directions.

Materials: Brightly colored poster board and envelopes, markers, paper.

Instructions: Brainstorm a list of positive responses with students. Start by putting a favorite response — for instance, "Sure! Right away!" on a brightly colored envelope in the center of the poster board.

Activity: Each time the teacher gives the students directions, she points to the response. Everyone in class enthusiastically reads and responds, "Sure! Right away!" and follows the directions. After a while, add other favorite responses.

Extension: If you find some students are responding but aren't following directions, a little positive motivation may be needed. Write the responses on mini Post-it notes and put them in the envelopes. When someone is responding *and* doing what they are asked to do, give them a mini Post-it as a thank you.



Week of:_____ **Theme:**_____

	Reminders			
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Friday	54			55

Pig Toast

Purpose: To extend a theme, unit, or story, and have a creative snack as well.

Materials: Bread, milk, food coloring, small cups or a six-cupcake tin, Q-tips, jam, jelly, paper plates, plastic knives, toaster.

Instructions: Put milk in the little cups or cupcake tin and add food coloring to make several colors of 'paint'. Have students use Q-tips to paint pictures that go along with the story or theme on the bread. Toast the bread.

Notes:

1. Spreading apple jelly on bread after it has been toasted makes pictures shiny and delicious.
2. If you use frozen bread for little children, the bread won't tear as easily.
3. You can also use whole wheat bread; the pictures just won't be as bright.

**Illustrated direction cards can be found on page 108. Students can read and follow directions to do this activity.

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	58			59

60		

Celebrity Readers

Purposes:

1. To show students that people they consider special— family members and friends—are readers, too.
2. To motivate reluctant readers to read.
3. To build a listening center library of special books and tapes.
4. To support the auditory learning style.

Materials: Books, 10-minute cassette tapes, tape recorder, plastic library bags.

Instructions: Send a letter home asking parents and family members to be "Celebrity Readers." Send a tape recorder and a 10-minute tape home with the student and have a family member read the child's favorite story into the tape recorder. Remind the reader to read slowly and with lots of expression and to say when it's time to turn the page.

Activity: Put the book, tape, and a photograph of the child and the reader in a plastic library bag in the listening center.

61

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
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Friday				

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64		

Celebrity Readers for Novel Readers

Purposes:

1. To show students that "celebrities" and/or important people in their lives are readers, too.
2. To motivate reluctant readers to read.
3. To build a listening center library.

Materials: Novel, 10-minute cassette tapes, tape recorder, plastic library bags.

Instructions: Ask high school mentors, football players, basketball players or other local people to contribute to your celebrity readers program. Have them practice reading the first four or five pages of each chapter of a novel. Then invite them to come to class in uniform. Have them read and record the first few pages of a chapter and then say, "OK, now you read the rest of the chapter, and I'll start you off on the next chapter." You may want to use a separate tape for each chapter.

Put the novel, tapes and a celebrity photo in a plastic library bag.

Activity: Have the novels and tapes available in the listening center. Students can follow along with the reader for the first few pages and then read the rest of the chapter on their own.

65

Week of:_____ **Theme:**_____

	Reminders			
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Friday				

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67

63

Sticker Stories

Purpose: To spark students' imagination and motivate them to write.

Materials: Stickers, pencils and paper.

Instructions: Let students choose several stickers of objects they would like to include in a story. Have them create a rebus story by using the stickers in place of some of the words.

Note: Have students use Post-it glue to hold stickers in place temporarily on their practice copy. Then they can stick the stickers in place on their published copy.

69

Week of:_____ **Theme:**_____

	Reminders			
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Wednesday				
Thursday				
Friday				

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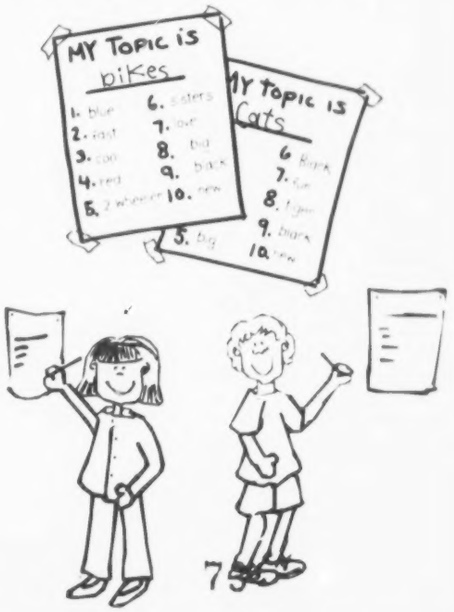
Writers' Wonderful Word Walk

Purpose: To help students help each other use new words in their writing.

Materials: Light-colored 12" x 18" construction paper; pencil, crayon or marker for each student.

Instructions: Have each student make a topic page by writing a favorite topic at the top of his piece of paper. Hang each topic page at the students' eye level around the room.

Activity: Have each student go to a topic page—not his own—and write two or three interesting words to go with the topic. Every few minutes ring a bell as a signal to have everybody move to the next topic page. Have the students continue around the room, adding words to each topic page until every student has written on every page. When the students are finished, the original author takes down his own topic page with all of his classmates' words and keeps it to help him with his next writing project.



75

Week of:_____ **Theme:**_____

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Friday	74		75	

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76

"My Gramma's In Missouri"

Purposes:

1. To introduce maps and map skills.
2. To teach the names of the states.
3. To help students gain a better understanding of where extended family members live.

Materials: A large map of the United States* (use an opaque projector and trace one onto a bulletin board), map pins, construction paper, white index cards, scissors, markers, yarn.

Instructions: Have students bring in pictures of family members and information about where they live.

Activity: Help students locate where their friends or family members live and insert pins on the map. On pieces of index card, have students write their names, their family members' names, the family members' relationship to them, and their addresses. Using a Post-it glue stick so the pictures can be returned, glue the family members' pictures to the index cards.

*Map can be found on p. 107

Sally's Uncle John and Aunt Nancy Camden, Maine
Dieter Grandparents Frankfurt, PA
Amy's Grandpa Jo Reading, GA
Alice's Mom School

77

Week of:_____ **Theme:**_____

	Reminders			
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80		

Myths and Mysteries: Facts or Fiction?

Purposes:

1. To encourage students to write in different genres.
2. To help differentiate between fiction and nonfiction.
3. To encourage students to create their own myths and their own nonfiction pieces.

Materials: Bulletin board space; books with examples of myths; nonfiction books about animals; pictures of animals cut from magazines—the more unusual the better.

Instructions: Cut out and attach animal pictures to the bulletin board. As a class, come up with a question about each animal. Write the questions under the pictures:

Why does the tree frog have red toes?

Why does a bear have a stubby tail?

Why does a cat have nine lives?

How did the swordfish get his sword?

Activity: Explain what a myth is to the students. Read examples of myths. Have students choose a picture of an animal from the bulletin board and create their own myths. Then have students write a nonfiction piece and compare the two.

Week of:_____ **Theme:**_____

	Reminders			
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Tuesday				
Wednesday				
Thursday				
Friday	82		83	

84

Character Interviews

Purposes:

1. To build comprehension.
2. To personalize characterization.
3. To develop higher-level thinking skills.

Materials: Great books about interesting characters, paper, pencils, costume props, index cards.

Instructions: After reading a book about an interesting character, ask students to volunteer to be interviewed by the rest of the class and answer questions as that character.

Activity: Have the student playing the character's part prepare for the types of questions he or she she thinks will be asked, with the assistance of a 'public relations' helper. At the same time (with the character and his or her public relations assistant not in the room) the rest of the class makes a list of questions to ask during the interview. At a designated time the student comes back into the classroom and answers the class's questions from his or her character's point of view.

85

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	86		87	

88		

Goose Bingo

Purposes:

1. To increase listening skills.
2. To enrich vocabulary awareness.

Materials: The book *Agatha's Feather Bed* by Carmen Deedy, paper, pencils, chips or Bingo markers.

Instructions: Have students divide the paper into six boxes and label each box by category chosen from the book. For this book we used the categories *homes, girls, body parts, feathers, boys,* and *goose words.*

Activity: Read the story to the students and ask them to write words from the story matching each of the chosen categories in the appropriate box. Have the students share the words with the class.

Distribute blank "Goose Bingo" cards* to the students; ask them to choose favorite words from their category papers and write one of the words or expressions in each box of the Bingo cards. Read the story again, and have students put a mark on the boxes of the Bingo cards when they hear one of their words.

*Goose Bingo cards on p. 107

89

Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

92

Authors' Ideas Folder

Purposes:

1. To give young authors writing ideas and visual 'sparks'.
2. To address the "I don't know what to write about" syndrome.

Materials: Pocket folders, white copy paper, magazines, pictures, newspapers, scissors, glue sticks.

Instructions: Set up an Idea Collecting Center filled with the above materials. Give each student his or her own pocket folder.

Activity: Encourage students to continuously collect pictures, shapes, words, postcards, and photographs that will give them ideas for writing and publishing. Pictures can be glued onto copy paper for easier handling. Older students may want to organize picture pages by category.

93

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

96

Million Dollar Word Board

Purposes:

1. To reinforce sight words.
2. To help students build accuracy and automaticity with sight words.

Materials: 1 piece of poster board, Post-it notes, markers, crayons, 6" x 2" colored construction paper or play million dollar bills, scissors, Post-it glue stick.

Instructions: Ask students to choose several words they would "give a million dollars to be able to read more quickly." Fold pieces of paper or play money in half. On the outside have them write a word they are trying to learn. On the inside have them draw a picture to represent that word. Use Post-it glue to put these on the poster board.

Activity: Have the student read the word on the outside of the folded money, then unfold the money to see the picture and check his or her accuracy. Have the student collect the words he or she has learned to read on a key ring.

97

Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	98		99	

100

Character Chart

Purposes:

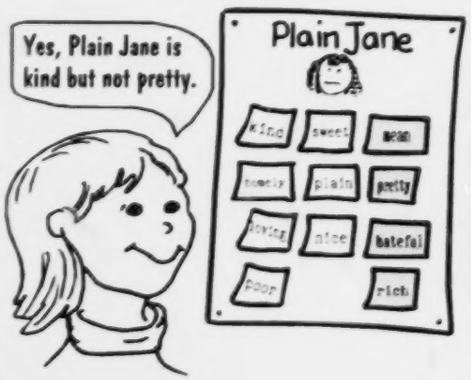
1. To encourage character analysis.
2. To enrich vocabulary.
3. To introduce synonyms/ antonyms.

Materials: Bulletin board paper, Post-it notes (use one color), pencils, dark markers.

Instructions: Choose a story the students have recently enjoyed. Make a chart with the names of the central characters in the story written across the top of the bulletin board paper. Pass out Post-it notes to the students.

Activity: Brainstorm all the words that describe each character in the story. As a student suggests a word, have him or her write it on a Post-it note and put the word on the chart. Using the same color Post-its, have students suggest other words that mean the same thing as those on the chart, and let the students put the words that mean the same thing next to each other.

Extension: Discuss antonyms. Using Post-it notes in *different* colors, have students generate words that mean the *opposite* of the words already on the chart. Allow them to place the antonyms on the chart beside their opposites.



101

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	102		103	

104		

Character Lotto

Purpose: To reinforce the concepts of adjectives and synonyms.

Materials: One envelope and two pieces of copy paper per student, pencils or markers.

Instructions: Have each student make a lotto board by folding a sheet of paper into nine boxes. In the center box have the student draw a picture of a favorite character in a story the class has recently enjoyed. In each of the other squares, have him or her write a word describing the character he or she drew in the middle.

Have the student fold the second piece of paper into nine boxes and write synonyms for the words on his or her lotto board on the second sheet of paper. Have the student cut apart the boxes on the second piece of paper.

Activity: Have the students put their synonym squares and their lotto board into the envelope and pass it to another classmate.

Each student then tries to match the synonym squares to the appropriate word on the lotto board.

Extension: Give students each a third piece of paper and have them write antonyms for the words on their lotto boards. Have the students place the antonym squares and the lotto boards in envelopes and pass them to other classmates.

selfish	huge	mean
hungry		lazy
loud	grouchy	big

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

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107

What Do You Know . . .

Purposes:

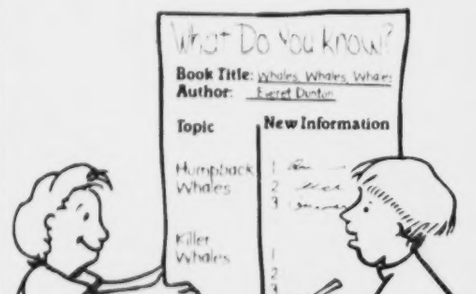
1. To give students a way of organizing and retaining information.
2. To display group projects and graphic organizers.

Materials: Nonfiction books; piece of 24" x 36" Post-it paper; two colors of permanent markers per group of students.

Instructions: Divide the class into small groups. Give each group the above materials and an example of the "What Do You Know . . ." chart.*

Activity: Each group of students must read the nonfiction book together and find new information. With the two colored markers, have each group make a "What Do You Know . . ." chart on the large piece of Post-it paper. Have students put the topics in one column and the details in the other. Each group can then share their new information with the rest of the class.

*Chart pattern can be found on p. 109



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Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	110			111

112		

Talking Poems and Poetry Anthologies

Purpose: To motivate students to write and publish their own poetry.

Materials: Tape recorder and 10-minute tapes, library sticky pockets.

Instructions: Have a recording center set up with a tape recorder and the 10-minute tapes.

Activity: After a student has published an original poem or song, he or she can go to the recording center and read or sing the poem onto a 10-minute tape. He or she can then decorate a library sticky pocket to go with the poem and place the sticky pocket containing his or her 10-minute tape next to the poem on the bulletin board. This will let students not only read each other's work, but hear it as well.

Extension: Allow students to read and sing several of their own poems and songs onto a longer tape to create their own talking poetry anthologies.

Note: You can buy blank sticky-back cassette labels at office supply stores. Encourage authors to design their own cassette labels.

113

Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	114		115	

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Pencil on a Leash

Purpose: To help solve the "I Can't Find My Pencil," "Someone's Got My Pencil" blues.

Materials: Pencil, colored yarn, masking tape.

Instructions: Tie colored yarn around a pencil below the eraser, and secure the yarn in place with masking tape. Tie the other end of the yarn to the leg of a child's desk. Leave enough yarn length so the child has easy movement when writing. Have little hand-held pencil sharpeners available so the yarn does not have to be untied when the pencil needs sharpening.

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Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	118		119	

120

Grommets

Purpose: To protect Big Books, class books and writing projects from tearing.

Materials: Grommets (metal hole reinforcers such as you would find on tents and tarps), grommet tool, paper punch and hammer, book or set of papers that you want to fasten. **Note:** Grommet kits that include the grommet tools and the grommets can be purchased inexpensively at department stores (look in the camping department) or at hardware stores. 3/8" grommets are the average size and seem to work best for most projects. Smaller grommets tend to tear out and large grommets take up too much space. Each grommet comes in two parts—a flat circular piece and a circular piece with a raised center.

Instructions: Assemble your book. Use a pencil to mark where you want your grommets to go. Use a paper punch to make the holes in the pages. Enlarge the holes so that the raised center of the grommets fit through the holes. Fit the grommet pieces together with the page in between. Use the grommet tools and a hammer to secure the grommets in place. Bind the pages with rings or yarn.

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Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	122		123	

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Feelings Journal

Purposes:

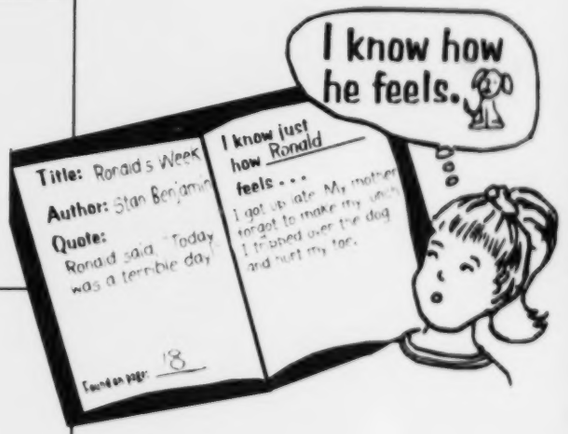
1. To help students better understand the characters in a story.
2. To help students identify characters' feelings.
3. To help students put their own feelings and experiences into words.

Materials: Paper, stapler, pencil, crayons or markers.

Instructions: Run off pages similar to the ones below.* Have the students add covers and staple the pages together into Feelings Journals.

Activity: Have a student look through a favorite story to find a character's quote that expresses feelings he or she can understand. On one page of his or her Feelings Journal, have the student copy the quote with which he or she can identify. On the facing page have the student write about an experience that made him or her feel similar to how the character felt.

*Pattern on p. 110


I know how he feels.
Title: Ronald's Week
Author: Stan Benjamin
Quote:
Ronald said, "Today was a terrible day."
Found on page: 18
I know just how Ronald feels . . .
I got up late. My mother forgot to make my lunch. I tripped over the dog and hurt my toe.

125

Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

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128		

Word Pockets

Purpose: To give students easy access to the correct spelling of most-asked-for words.

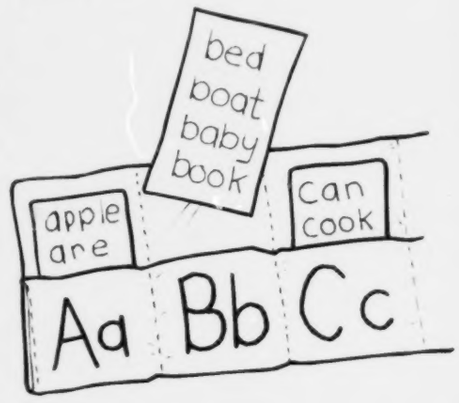
Materials: Material (linen, cotton, or canvas) 36" wide x 60" long, scissors, ruler, thread, sewing machine, plain 5" x 8" index cards, markers.

Instructions:

1. Cut the material into three 12" x 60" strips.
2. Divide and sew each strip into nine pockets 6½" wide.
3. Label the pockets in alphabetical order.
4. List the most-asked-for words on 5" x 8" index cards.
5. Laminate the cards.
6. The extra pockets can hold family words, days of the week, local restaurants, sentence starter phrases, etc.

Activity: Allow the student to get the card he needs, take it to his desk, copy the word he is looking for, and return the card to the right pocket.

Extensions: Turn the word pockets into a thematic wall dictionary. Put all the words that go with a particular theme on the same colored cards; i.e, farm words all go on yellow cards, rainforest words all go on green, etc.



Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
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Friday				

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Important Highlights

Purpose: To provide students with a visual focus when learning specific letters, sight words, or important information.

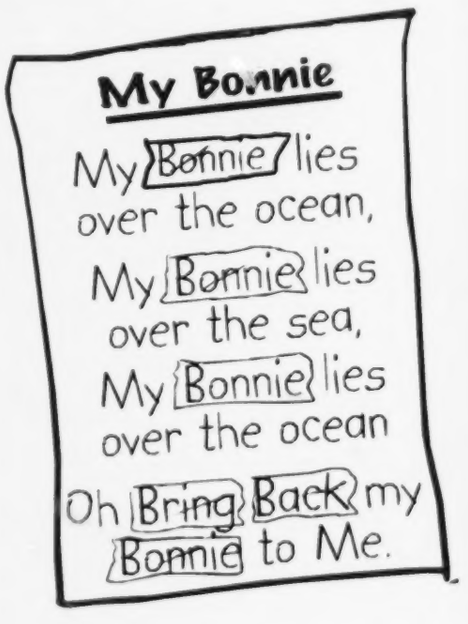
Materials: Chart paper, wide transparent notetape (in various colors), markers.

Instructions: Write a favorite story, poem or song on chart paper. Decide which letters, sight words, or skills you want to emphasize. Highlight these with wide notetape.

– OR –

Allow students to cover paragraphs in their books with notetape. They can see the words and underline important details on the notetape rather than writing in their books.

Note: On laminated chart paper, notetape can be used over and over again. Even on plain paper or chart paper, notetape can be used more than once.


My Bonnie
My Bonnie lies over the ocean,
My Bonnie lies over the sea,
My Bonnie lies over the ocean
Oh Bring Back my Bonnie to Me.

133

Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

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Double Decker Dictionary

Purposes:

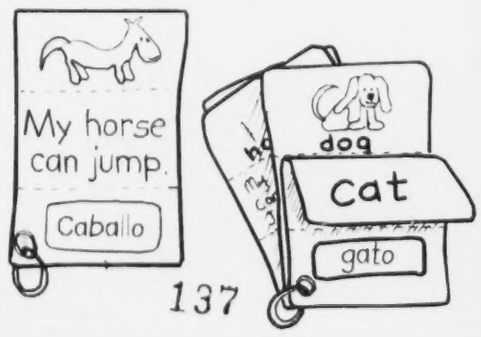
1. To build dictionary skills.
2. To encourage an awareness and appreciation of words in another language.

Material: Paper, pencils, crayons, markers, foreign language dictionaries.

Instructions: Have the class brainstorm words that go with a current theme. Provide foreign language dictionaries that will allow students to find the foreign equivalents for their theme words. Alternatively, invite a foreign language speaker into the class to provide the words.

Activity: Have students:

1. fold a piece of paper into thirds, then unfold it.
2. fold down the top third of the paper and write a favorite thematic word in English.
3. write the word in a second language at the bottom of the page.
4. unfold the paper and write a definition, in the middle of the page.
5. draw a picture at the top of the unfolded piece of paper and write the English word again.
6. alphabetize the pages.
7. bind the pages at the bottom.



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Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	138		139	

Puppet Path Storyboard

Purposes:

1. To encourage retellings of favorite stories.
2. To build students' awareness of setting and beginning, middle and end of a story.

Materials: 12" x 18" poster board, scissors, markers, crayons, plain white index cards, popsicle sticks, tape.

Instructions: Cut a puppet path—a horizontal line across the poster board approximately 3" from bottom. Be sure to leave approximately 2" on either side of the poster board uncut. Have students draw a setting from a favorite story on the poster board, then make story characters from index cards and popsicle sticks.

Activity: Students retell a favorite story, the beginning, middle and end, or just a favorite part of a story with the help of their puppets and the puppet path backgrounds on their storyboards.

Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	142		143	

144		

Sing Me a Picture . . . Match Me a Name

Purpose:

1. To give children a personal and positive association with print.
2. To help children learn to read each other's names.

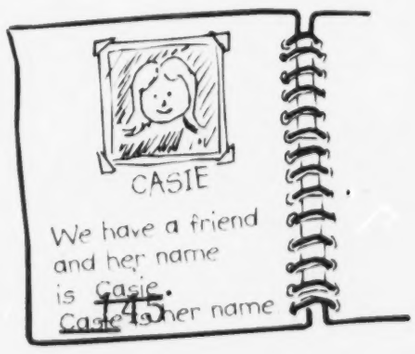
Materials: Poster board, construction paper, markers, sticky-back velcro, sticky back library pocket, a picture of each child in the class—and one of the teacher!

Instructions: Choose a favorite song that uses children's names such as "Happy Birthday," "We Have a Friend," or "Willoughby Wallaby" (Raffi). Make a Big Book with a separate page for each child. Write the verse on each page and include the child's name. Create a space on the page for the child's photograph. Laminate the photographs and the pages separately. Put sticky-back velcro in the photo spaces and on the back of each photo.

Activity: Put the photos in a library pocket on the back of the book. Let the children read the pages and put each picture with the right name.

Idea by: Mrs. Stokes' first graders

* *The songs and patterns for this activity may be found in* Sing Me A Story, Read Me a Song, *by Kathryn L. Cloonan, Vol. 1.*



Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	146		147	

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Publishing With Labels

Purpose: To provide a fast, easy way to publish children's writing.

Materials: Computer, printer, computer labels, construction paper, bindings.

Instructions: When publishing children's work, type children's writing into the computer in a label format. Print and run off the labels, and stick them onto construction paper pages.

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Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	150		151	

152

Photograph Book

Purposes:

1. To motivate students to write.
2. To offer a creative and meaningful way for students to publish their work.

Materials: Photographs, construction paper or tagboard, glue, book binding.

Instructions: Invite students to bring in photographs from home of something they would like to write about.

Activity: As students are writing their practice copy, have them refer to their photograph to add details. When publishing their stories, glue the photograph to the last page of their books. Cut a window out of all the other pages so that the photograph shows through to the front of the book. Write the words to the story on each page under the photograph. Bind the book across the top.

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Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

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Semantic Shapes

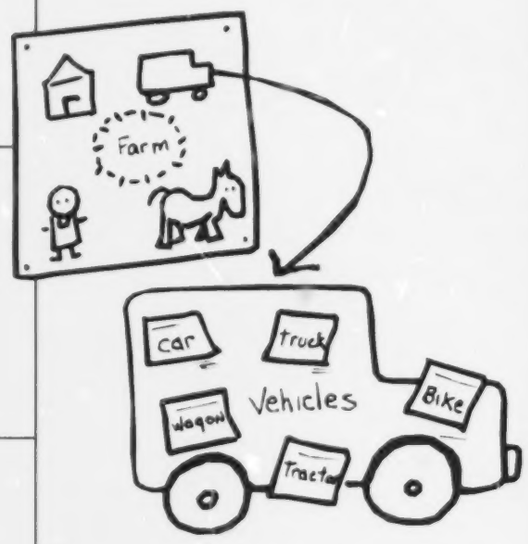
Purposes:

1. To enrich vocabulary.
2. To build categorizing skills.
3. To use shapes to increase memory of specific concepts.

Materials: Bulletin board, different-colored bulletin board paper, tape, scissors, Post-it notes, markers.

Instructions: Use different-colored bulletin paper to make large shapes for a semantic map. Cut out large shapes that students can easily associate with certain categories. Put the shapes on the bulletin board.

Activity: Have the class brainstorm words that go with the theme being studied. Put one word on each Post-it note. Put the Post-its on the large shapes according to the category.



Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

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Dear Mom

Purposes:

1. To help students see that writing is used for communicating in everyday life—not just at school.
2. To help students communicate with parents about what supplies they need to bring to school.
3. To make sure students have the supplies they need when at school.

Materials: Paper, large envelope.

Instructions: Run off multiple copies of the letter below.* Put letters in an envelope where students can get one when they need it.

Activity: Display a list of the supplies each child should have in his pencil box. Each morning when students arrive, have them check to see that they have all their supplies. If not, before they borrow from the teacher, have them fill out a form letter to take home that night.

*Letter can be found on p. 109

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Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
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Friday				

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Environmental Alphabet

(Sometimes called a Garbage Can Alphabet!)

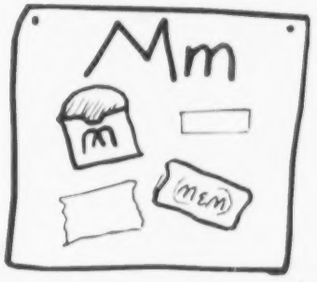
Purposes:

1. To encourage students to see themselves as readers.
2. To increase letter/sound connections.
3. To build alphabet awareness.

Materials: Large pieces of paper or poster board for each letter of the alphabet, markers, glue.

Instructions: Label each piece of paper or poster board with one letter of the alphabet and an example of something that begins with that letter.

Activity: Ask students to look at home for words they recognize on cereal boxes, fast food bags, candy wrappers, etc., and bring them to school. Glue the labels and wrappers onto the appropriate alphabet cards. Let the students share the words they can read.



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Week of:_____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

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Get Hooked On a Story

Purposes:

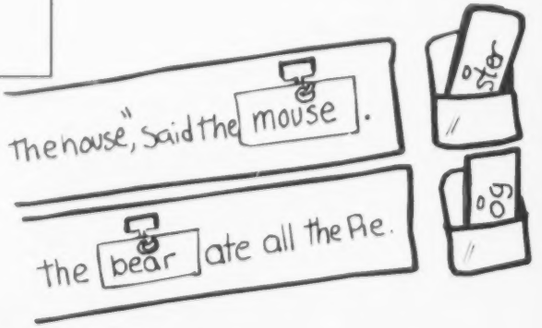
1. To encourage students to make innovations on a favorite story, poem or song.
2. To build sight vocabulary.

Materials: Chart paper, markers, sentence strips or construction paper, sticky-back cup hooks, paper punch, library pockets.

Instructions: Write a favorite phrase or the most repetitive phrases from a story, poem or song on chart paper. Select a few words that could most easily be changed in an innovation. Above those words, attach a sticky-back cup hook. Cut construction paper or sentence strips to fit in the spaces where innovations can occur.

Punch holes at the top of the sentence strips so they will fit over the cup hooks. Store the strips in a library pocket next to the chart.

Activity: Read the chart to the class and ask for innovations. Write the new words on strips and hang them in the appropriate places on the cuphooks. Read the phrases with the innovations as a class. Encourage students to use blank strips which you provide to create their own innovations during center time.



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Week of:_____ Theme:_____

	Reminders			
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Tuesday				
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Friday				

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Texture Dictionary

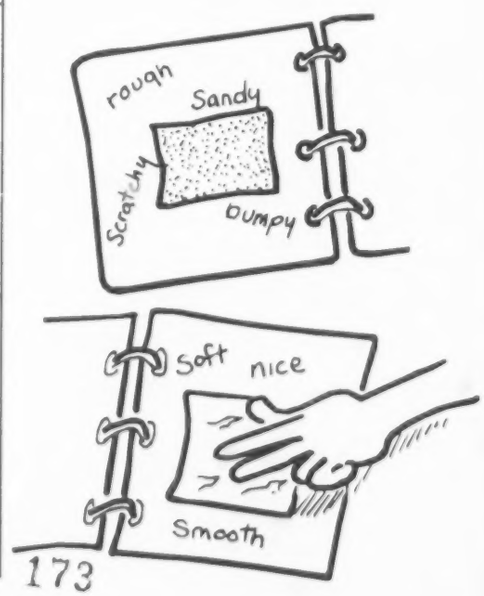
Purposes:

1. To encourage more descriptive language.
2. To enrich vocabulary.
3. To introduce synonyms.
4. To introduce use of a thesaurus.

Materials: Textured materials such as cottonballs, small rug samples, fabric, sandpaper, etc.; paper; glue; pencils; markers; scissors; stapler and staples; thesaurus or dictionaries, if appropriate.

Instructions: Have differently textured materials available; encourage students to bring various materials from home.

Activity: Let students glue a piece of textured material to a page of their "Texture Dictionary" and write as many adjectives as possible to describe that texture. Encourage them to refer to this when they are writing to make their descriptions more vivid. Students can make their own individual "Texture Dictionaries" or make one as a class.



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Week of:_____ Theme:_____

	Reminders			
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Friday				

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The Coulda'— Woulda' — Shoulda' "T" Chart

Purposes:

1. To encourage students to evaluate story characters and events in more personal terms.
2. To build higher-level thinking skills.
3. To increase comprehension.

Materials: Paper, pencils, markers.

Activity: Have each student make a "T" chart with a favorite character's name at the top. On the left side of the chart have him write something his character did or felt. On the right side have him write how he would have felt or reacted and why. Have him keep an ongoing "T" chart as he reads through a story or novel by continuing to list and compare character reactions and his own reactions.

Fantastic Mr. Fox

Mr Fox snuck up to the farm and took the chickens.	I would have been afraid of getting shot by the farmers.

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	Reminders			
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Friday				

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Interactive Story Board

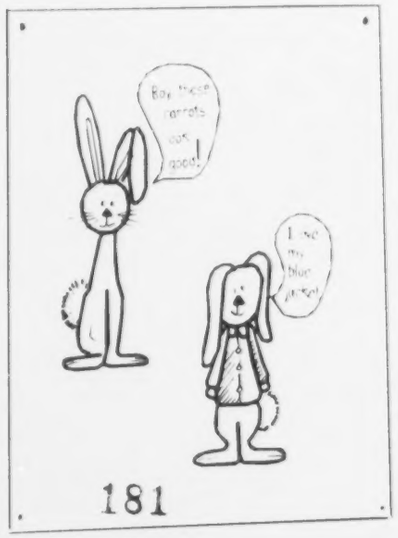
Purposes:

1. To provide a hands-on writing response to a current story.
2. To give students an opportunity to highlight a favorite character.
3. To increase story comprehension.
4. To introduce or reinforce the use of speech bubbles.

Materials: Bulletin board paper, construction paper, crayons, markers, scissors, rubber cement.

Activity: Have each student choose her favorite character from a story everyone has enjoyed. On construction paper have her draw and cut out her character. On a separate piece of paper, have her write what her character would be likely to say.

To Publish: Give each student a speech bubble for her character. Have her write what she thinks her character might be saying in the speech bubble. Glue characters and speech bubbles onto bulletin board paper.



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Week of:_____ Theme:_____

	Reminders			
Monday				
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Super Reader Bookmarks

Purposes:

1. To encourage students to read more.
2. To celebrate young readers' enthusiasm for books.
3. To help students see themselves as successful readers.
4. To let students collect titles of books they have read in a fun way.

Materials: Construction paper or tagboard, individual student photographs, scissors, pencils, pens, markers or crayons, glue.

Instructions: Fold a 4" x 8" piece of construction paper or tagboard in half vertically. Cut 2" off the top layer of paper. Glue the student's picture at the top of the inside of the bookmark. Have students decorate the outside, write about themselves on the inside, and list the books they have read on the back of the bookmark.

Activity: As students finish reading another book, have them add the title to the list on the back of their bookmarks.

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Week of:_____ _____ Theme:_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday	186		187	

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Food Group Cube

Purposes:

1. To help students remember the food groups.
2. To build sight vocabulary.

Materials: Square box (the boxes decorative mugs come in are perfect for this), colored bulletin board paper or wrapping paper, magazines with pictures of food, scissors, markers, glue.

Instructions: Cover a square box with colored paper. Have students cut out foods and categorize them by food group. Glue all pictures of food from the same food group on the same side of the box. Label the pictures.

Activity: Have several students sit on the floor and roll the box to one another. The person who gets the box says what food group is showing, reads several of the labels under the pictures, and then rolls the box to another person.

Extension: This can be used in almost any subject area or category: omnivores, herbivores; mammals, marsupials, insects; objects that all begin with the same letter.

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Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

192		

Sideways Flip Flop Story

Purposes:

1. To give emergent readers a hands-on way to publish a pattern story.
2. To encourage students to write their own innovations.

Materials: Paper; pencils, crayons or markers.

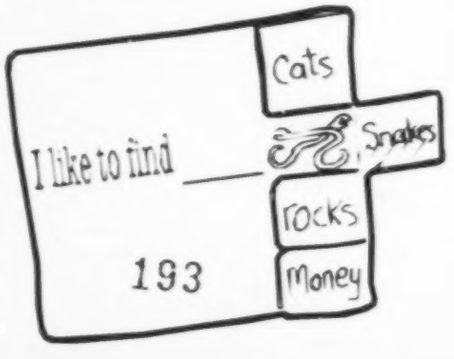
Instructions: After students have read a pattern story, have them create their own innovations. Give them the language pattern* and the instructions below and have them change the sentence. For example:

"I like to find_____."

"Fold a piece of paper into four boxes. Unfold the paper. Draw a picture of something you would like to find in each of the boxes. Use your inventive spelling to write what they are."

Activity to Publish: Give students the dictionary spelling for their innovations on Post-it notes. Have the students write the language pattern on the left side of the paper. Have them fold in the right side of paper one third of the way, cut the folded third into four flaps, and then write the dictionary spelling for their innovations on the outside of the flaps. Have them draw pictures and write the matching words on the inside.

*Pattern can be found on p. 110



Week of:_____ **Theme:**_____

	Reminders			
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

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Hum Together

Purposes:

1. To divide the group into smaller groups in a fun way.
2. To encourage listening skills.

Materials: Paper, pencil.

Instructions: Decide how many small groups you want to create. Think of the same number of easy-to-recognize children's songs. Tear paper into little pieces, enough pieces so that each child can receive one. Write a song title on each piece of paper (you will have to use each song title more than once).

Activity: Give each student a piece of paper with a secret song on it. Have everyone start humming the tune to his or her song and walking around the room hunting for other students humming the same tune. Your class will have divided itself into smaller groups when everyone has found the others humming the same tune.

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TEACHER'S VIEW OF ASSESSMENT

written by Christine San José, Ph.D.

POLITICAL QUESTIONS

So how are the students doing? Any number of people want to know. The government asks, "Will they master the technology to make us Number One?" States ask, "How do we stack up against the other forty-nine?" Questions among and within districts are much the same. Parents know there's more at stake, asking "Can my child hold his/her own and pass whatever and get a good job?" Moral values are important to parents, too, and living constructively with others, and even being more or less happy.

All of these concerns are valid, and schools need to provide a clear, fair, regular reckoning. Perhaps standardized tests would serve here if we could ever eradicate their many disadvantages. Perhaps what we need are widely usable portfolios, if we could develop those without compromising the power of the portfolio as used by individual students and teachers. Certainly we all need to work together to find the truest answers in the most constructive way.

TEACHERS' QUESTIONS

Even if we come up with the perfect way to answer other people's questions, teachers themselves are left needing feedback on the two concerns basic to all learning. First, is every student in their care achieving his or her *full potential* in math, in language, in logic, in music, in arts and crafts, in movement, in understanding and caring for others, in understanding and caring for themselves — in short, as a whole child? Second, in the *process* of their learning, are students building enthusiastic familiarity with a rich repertoire of effective learning strategies?

Answers to these two concerns help teachers develop their most productive lessons. But lists of questions relating to *full potential* and *process* are hard to find. So teachers have to develop them for themselves individually, or preferably with colleagues, perhaps as a school, even as a district.

They need to organize them clearly, so that as professionals they can share them with administrators, parents, taxpayers, and politicians.

PRACTICAL QUESTIONS

Below we suggest some examples to serve as starting points. You know what your various goals are in each unit you teach: Select and adapt the questions that will tell you whether you are reaching them. Maybe you will also want to develop your list of basic questions for the year, a list that will serve you as both expression of your aims and lively diagnostic guide.

To make these bedrock questions easy to coordinate with those reckonings (whatever form they may take) of "student achievement," we've organized them into traditional curriculum areas.

Reading _____

Full Potential

- What kind of reading preferred (e.g., literary genre, length, level of difficulty compared with individual's ability)? How responds to suggestions to broaden reading range? How choice influenced? Enjoyment of reading compared with other activities?
- Reads outside assigned periods?
- Enjoys reading aloud? Enjoys listening to reading?
- Applies reading to other activities? Uses references to forward interests?
- Effectiveness in expressing what read in other forms (e.g., drawing, movement, music)?
- Short-term memory of what read? Long-term?
- Unprompted references to reading?
- Characteristics in choosing books for others?
- Previous history of reading behavior?
- Amount and type of writing promoted by reading?

Process

- Usual procedure with books, from choice to final putting down? This varies much? Any pattern in the variation?
- Segue from one book to another? One book at a time? Discernible development in preferences?
- Questions text as goes along? Reactions if disagrees with text?
- Behavior when doesn't comprehend?

Language Arts _____

Full Potential

- Any marked preference for one language art? Particular deftness in, for example, expressiveness, accuracy?
- Relationship between talking and singing? Between talking and moving?
- Language behavior in pairs, small group, large group? Among peers? With adults?
- Characteristics of language in improvised role-play? Can mimic others? Does mimic others?
- Prefers listening?

Process

- Awareness of different functions of language?
- What most likely to motivate initial utterance? What most likely to bring to end?
- Reaction to own dialect? That of others?
- Sequence of kinesthetic movements when talking?
- Development of brief formal speech?
- Pattern of others' reactions?

Mathematics

Full Potential

- Enjoyment of numbers? of math games? of logic?
- Accuracy?
- Creativity?
- Relates to art work (e.g., patterns, building shapes)? Relates to movement?
- Self-concept in math? Behavior in group?
- Characteristics of problem solving?
- Characteristics of practical math (e.g., tallying data around them, charts, cooking)?

Process

- Behavior when need for math occurs naturally?
- Discernible development in computation? In problem solving? In attitude?
- Growing interest in math-related materials of many kinds in classroom?
- Increasing ability to learn from others? To explain to others?

Science

Full Potential

- Interest in hands-on inquiry?
- Grasp of scientific method?
- Eagerness to form and test hypotheses?
- Curiosity about world around?
- Questions phenomena? Seeks answers? Where and how?
- Behavior when faced with conflicting evidence?
- Eye for detail?
- Relationship between objective and subjective thinking?
- Awareness of own biases?

Process

- Development of involvement with many opportunities for hands-on science in classroom?
- How much value placed on own notebook with scientific observations, speculations, investigations?
- Increasing attention to detail?
- Growing fund of hypotheses? Awareness of these hypotheses? Spontaneous application of scientific method?

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Social Studies

Full Potential

- Interest in multicultural fiction? In informative material? Which of these two preferred?
- Awareness of own culture, what specific, what shared more widely?
- Attitude toward own culture?
- Exposure to different practices, cultural materials, crafts?
- Attitude to these differences?
- Active familiarity with own culture's arts? Abilities, talents, pleasure in these?
- Attitudes related to arts of a different culture?

Process

- Developing response to wealth of multicultural materials in classroom?
- Growing facility in performing and creating arts of own and other cultures? Increasing valuing of these?
- Increasing sensitivity to where others are coming from, what they value?
- Developing sense of adventure and supporting knowledge about other geographic localities?
- Sense of adventure and knowledge of history?
- Eagerness to dig into past? Aware of process of doing so?
- Increasing ability to learn from others and share with others in these adventures and investigations?

THE QUESTION OF THE FUTURE

You'll be glad to know research says that the people who know where they're going are more likely to end up somewhere positive than those who don't know. We hope these suggestions help you find the path you want, help keep you on it, and help you energize the support you deserve.

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Master Summary Chart

Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	
202							
203							

Master Summary Chart

Week of: _____						
Week of: _____						
Week of: _____						
Week of: _____						
Week of: _____						
Week of: _____						
Week of: _____						

204

205

Master Summary Chart

Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	
202							
206							
207							

Master Summary Chart

Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____

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209

Master Summary Chart

Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	Week of: _____	

210

211

Master Summary Chart

Week of _____						
Week of _____						
Week of _____						
Week of _____						
Week of _____						
Week of _____						
Week of _____						

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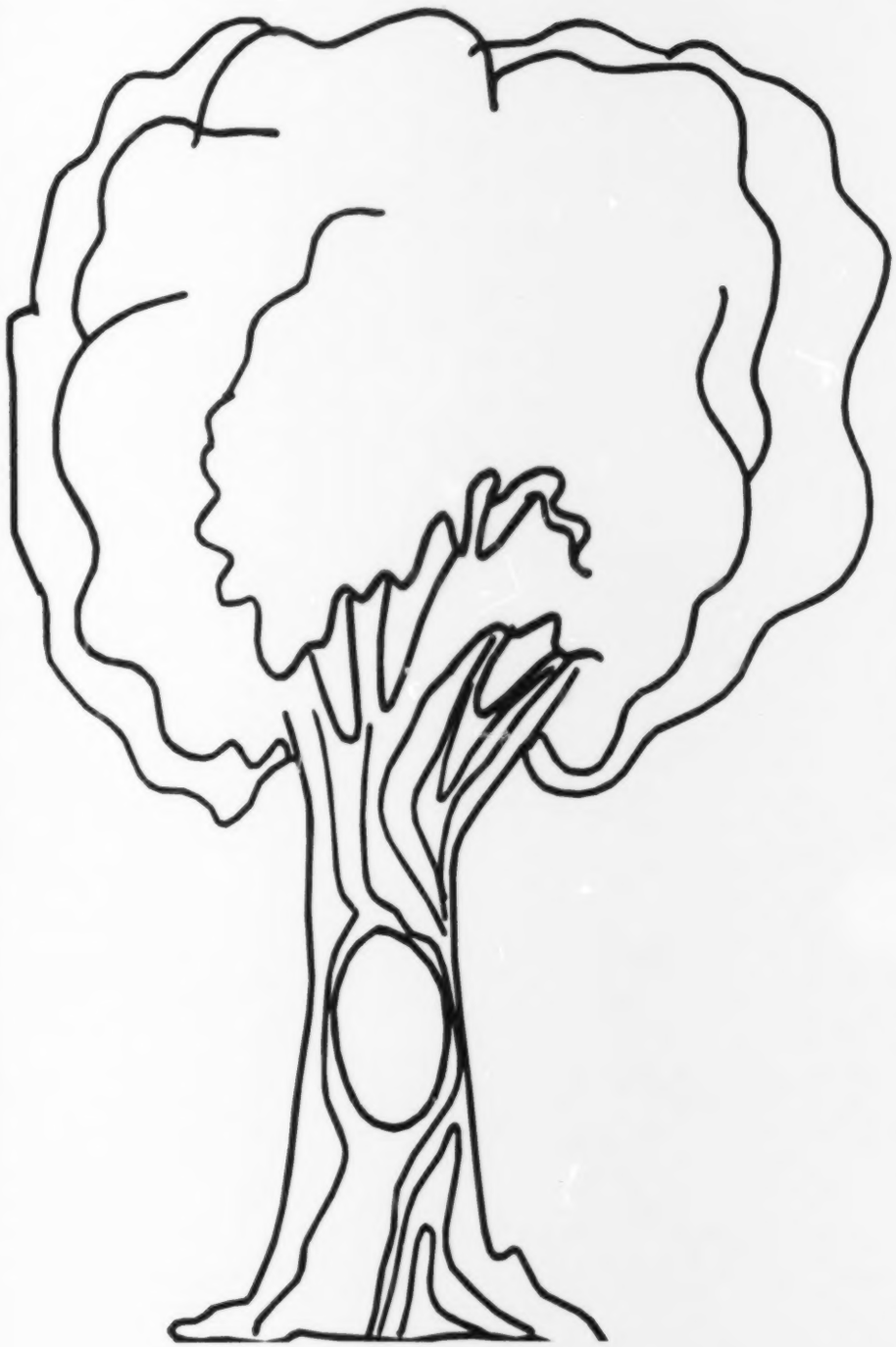
Reproducibles

My Poet Tree



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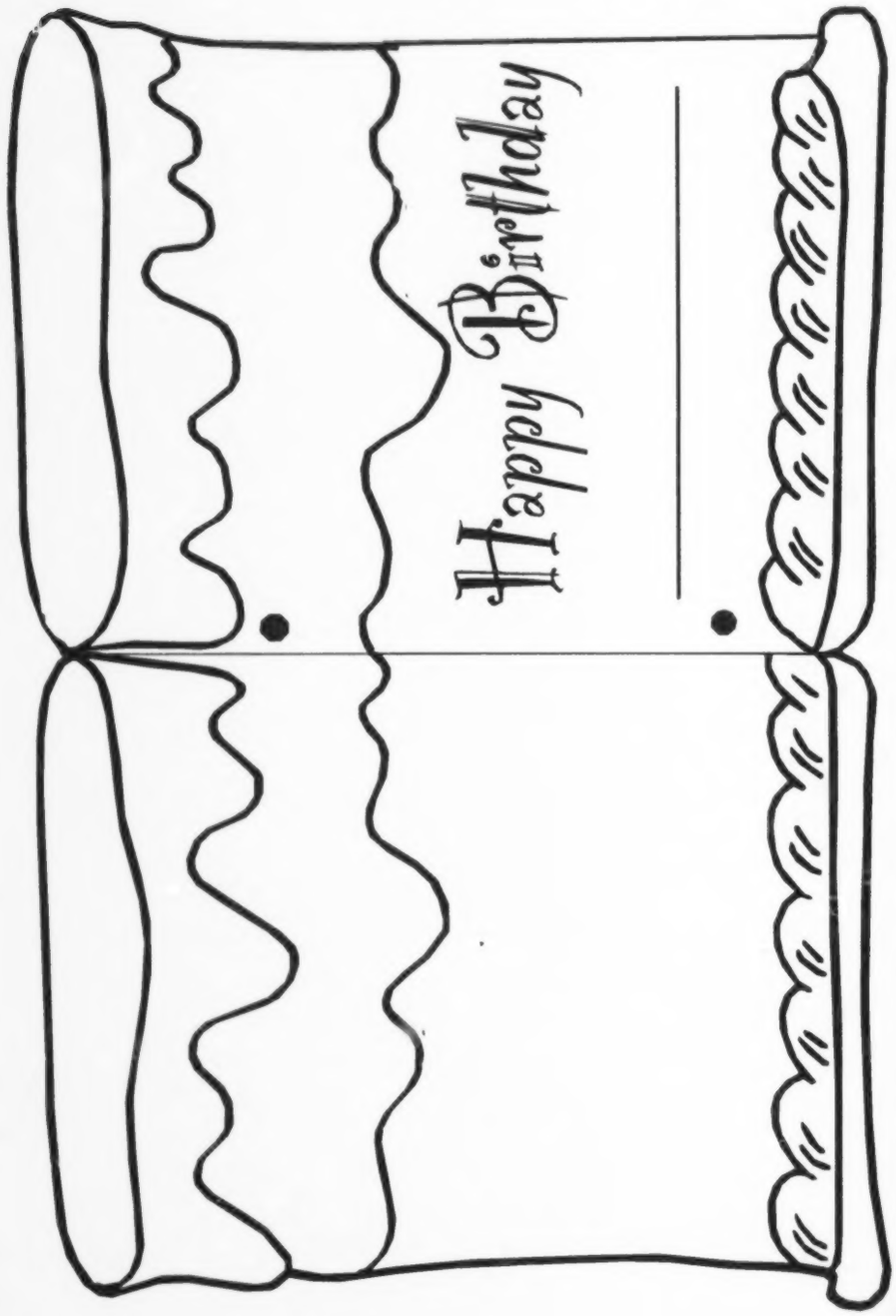
Pattern for Happy Birthday Book



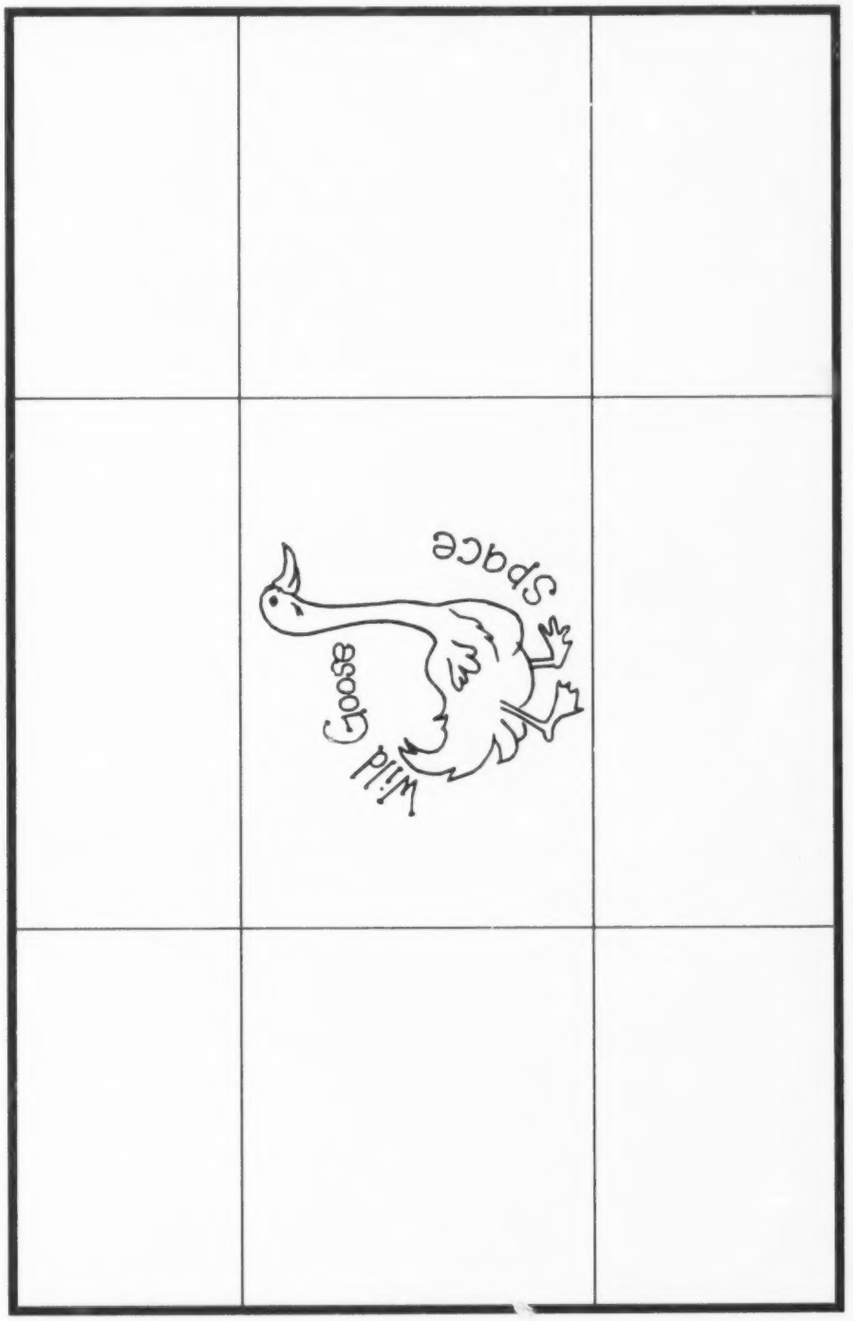
215

Pattern for Map Activity

216

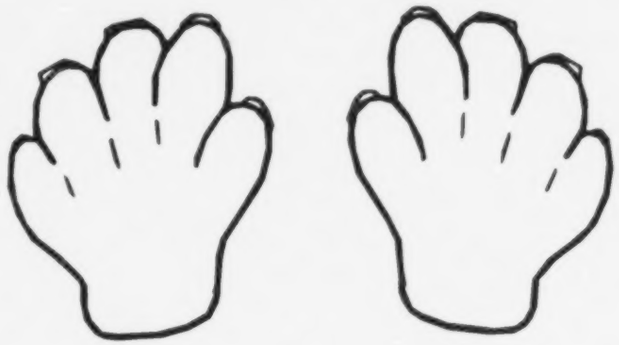
Pattern for Goose Bingo

Goose Bingo



217

Pig Toast Directions



Wash your little paws.

Put piece of bread on a plate.

Paint a picture with Q-tips.

Put bread in toaster —
Eat! Eat! Eat!

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Form for "What do you know about?"

What Do You Know About _____ ?

Title: _____

Team: _____

Topic	New Information

Letter for "Dear Mom"

Dear _____ ,

I need _____ .

Thank you!

Love,

_____

crayons scissors pencil glue

Feelings Journal

222

Flip Flop Story

223

I like to find

Directions: Cut along the dotted lines to the scissors; fold in at the scissors.

Tattletale Application

Name _____ Boy ☐ Girl ☐

Address _____

_____ _____

_____

How old are you? _____ years

Grade _____ Teacher _____

School _____ Favorite Color _____

Four (4) nice things about _____

1. _____

2. _____

3. _____

4. _____

Tattletale Application is designed to discourage tattling and encourage positive and creative writing.

The child wishing to tattle has to fill out the Tattletale Application including four nice things about the person they are tattling on—before the teacher (or parents!) listen to the tattling. Usually by then the child doing the tattling has forgotten what he or she wanted to tattle about in the first place!

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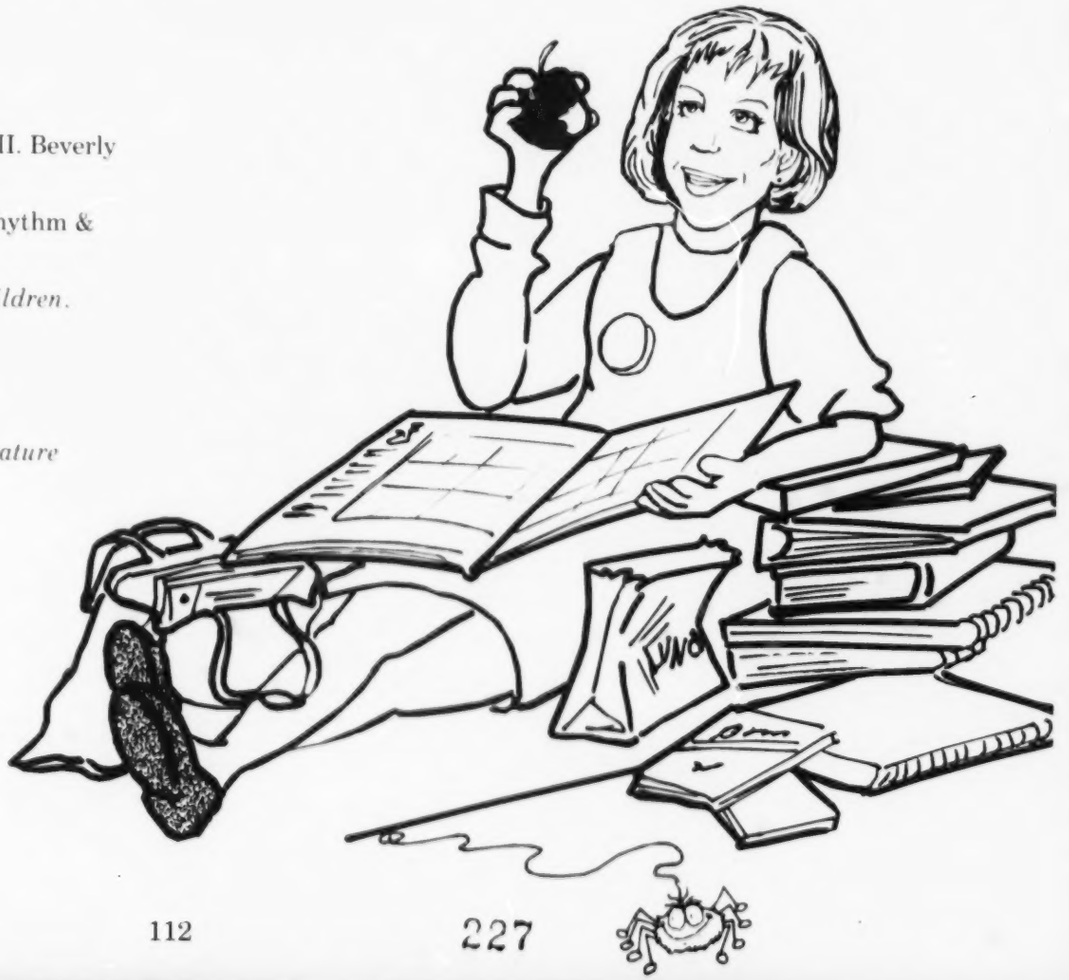

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- Literacy-Based Ideas
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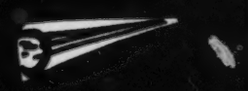
- A Young Authors' Birthday Calendar
- A Special Events Calendar
- Reproducible Pages
- Teacher's View of Assessment
- Master Summary Chart
- Handy Pocket-Pouch Folders



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